



BRAINSTORMING: THE HIGHER-ORDER-THINKING GATEWAY TO SUCCESS IN WRITING

Program Area: ESL, Elementary & Secondary Basic Skills

Session I, 8:55-9:40

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English 95

Essay #3

Essay Length: Complete, well-developed first draft

Choose one of the topics below and write an essay that responds to it.

Choice One: In "Désirée's Baby," Armand misjudges his wife, and assumes she has black ancestors because of their baby's skin. In "Nobody Knows," the reader makes assumptions about George and Louise based on their gender and class.

Tell about a person whom you have underestimated or misjudged because of their appearance and/or their actions. Then go on to tell about how you came to see this person more clearly, and what this taught you about yourself or other people. Be sure to describe the person's appearance and/or actions in enough detail to convey how your opinion of this person changed, and why.

Choice Two: In "Désirée's Baby," race matters. The slaves are defined and labelled according to how many black ancestors they have, or how light or dark their skin is. Armand abandons Désirée, and she kills herself, because they both believe that she is partly black. Though we would like to believe that we have come a long way since the days of slavery, unfortunately we still live in a world that seems obsessed with race and color.

Tell about a time when your race was either an advantage or a disadvantage for you. Be sure to explain the situation clearly and include what you learned about yourself and other people from the experience, especially regarding the role race plays in our society.

Instructions

1. Read the topic a couple of times and note what it requires you to do. Complete all the tasks of the assignment.
2. Take time to plan and organize your essay before you begin to write. (Scratch outlines are often quite helpful.)
3. Be sure to start with a clear main idea. (In other words, make sure you can answer this question: "What is the main point I want my readers to understand?")
4. Make sure that you support or illustrate general points with specific examples and vivid details from your own experience and from the text (when appropriate).
5. Allow yourself enough time after writing to go back over your essay, check for errors or omissions, and make any necessary corrections.

6 Exploring Ideas

The point is so simple that we often forget it: we write best about topics we know well. So among the most important parts of the entire writing process are choosing a topic that will engage your interest, exploring that topic by surveying what you know about it, and determining what you need to find out. You can explore a topic in many ways; the goal is to find strategies that work well for you.

6a Try brainstorming.

One of the best ways to begin exploring a topic is also the most familiar: talk it over with others. Consider beginning with a brainstorming session. Brainstorming means tossing out ideas—often with other people, either in person or online. You can also brainstorm by yourself.

1. Within a time limit of five or ten minutes, list every word or phrase that comes to mind about the topic. Jot down key words and phrases, not sentences. No one has to understand the list but you. Don't worry about whether or not something will be useful—just list as much as you can in this brief span of time.
2. If little occurs to you, try coming up with thoughts about the opposite side of your topic. If you are trying, for instance, to think of reasons to raise tuition and are coming up blank, try concentrating on reasons to lower tuition. Once you start generating ideas in one direction, you'll find that you can usually move back to the other side fairly easily.
3. When the time is up, stop and read over the lists you have made. If anything else comes to mind, add it to your list. Then reread the list, looking for patterns of interesting ideas or one central idea.

6b Try freewriting or looping.

Freewriting is a method of exploring a topic by writing about it for a period of time *without stopping*.

1. Write for ten minutes or so. Think about your topic, and let your mind wander; write down whatever occurs to you. Don't worry about grammar or spelling. If you get stuck, write anything—just don't stop.

2. When the time is up, look at what you have written. You may discover some important insights and ideas.

If you like, you can continue the process by looping: find the central or most intriguing thought from your freewriting, and summarize it in a single sentence. Freewrite for five more minutes on the summary sentence, and then find and summarize the central thought from the second "loop." Keep this process going until you discover a clear angle or something about the topic that you can pursue.

CONSIDERING DISABILITIES

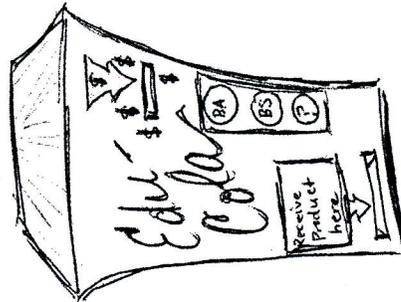
Freeseaking

If you are better at talking out than writing out your ideas, try freeseaking, which is basically the talking version of freewriting. Speak into a tape recorder or into a computer with voice-recognition software, and keep talking about your topic for at least seven to ten minutes. Say whatever comes to your mind—don't stop talking. You can then listen to or read the results of your freeseaking and look for an idea to pursue at greater length.

6c Try drawing or creating word pictures.

If you're someone who prefers visual thinking, you might either create a drawing about the topic or use figurative language—such as similes and metaphors—to describe what the topic resembles. Working with pictures or verbal imagery can sometimes also help illuminate the topic or uncover some of your unconscious ideas or preconceptions about it.

1. If you like to draw, try sketching your topic. What images do you come up with? What details of the drawing attract you most? What would you most like to expand on? A student planning to write an essay on her college experience began by thinking with pencils and pen in hand. Soon she found that she had drawn a vending machine several times, with different products



and different ways of inserting money to extract them (one of her drawings appears on p. 59). Her sketches led her to think about what it might mean to see an education as a product. Even abstract doodling can lead you to important insights about the topic and to focus your topic productively.

2. Look for figurative language—metaphors and similes—that your topic resembles. Try jotting down three or four possibilities, beginning with “My subject is _____” or “My subject is like _____.” A student working on the subject of genetically modified crops came up with this: “Genetically modified foods are like empty calories: they do more harm than good.” This exercise made one thing clear to this student writer: she already had a very strong bias that she would need to watch out for while developing her topic.

Play around a bit with your topic. Ask, for instance, “If my topic were a food (or a song or a movie or a video game), what would it be, and why?” Or write a Facebook status update about your topic, or send a tweet about why this topic appeals to you. Such exercises can get you out of the rut of everyday thinking and help you see your topic in a new light.

FOR MULTILINGUAL WRITERS

Using Your Native Language to Explore Ideas

For generating and exploring ideas—the work of much brainstorming, freewriting, looping, and clustering—you may be most successful at coming up with good ideas quickly and spontaneously if you work in your native language. Later in the process of writing, you can choose the best of these ideas and begin working with them in English.

6d Try clustering.

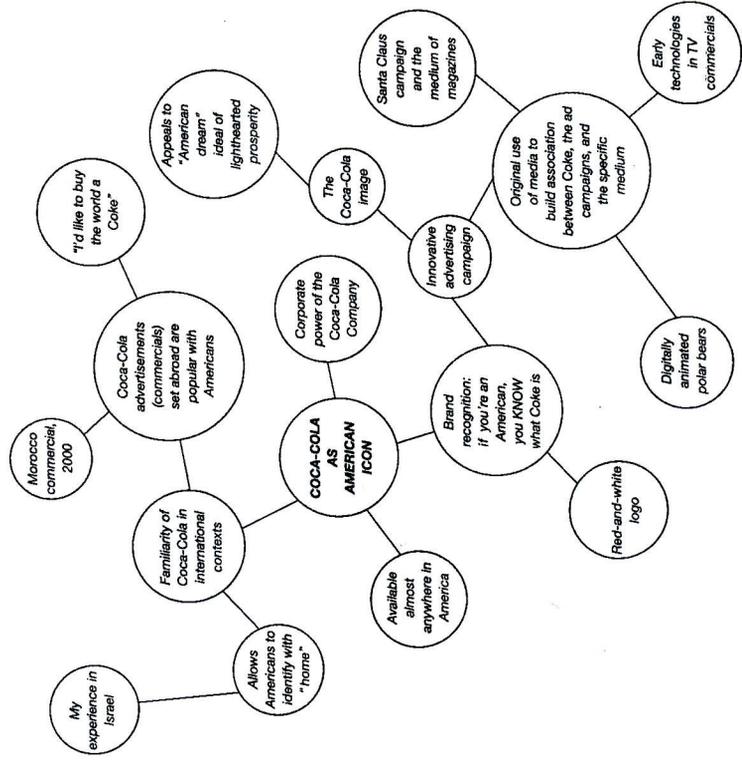
Clustering is a way of generating ideas using a visual scheme or chart. It is especially helpful for understanding the relationships among the parts of a broad topic and for developing subtopics. You may have a software program for clustering. If not, follow these steps:

1. Write down your topic in the middle of a blank piece of paper or screen and circle it.
2. In a ring around the topic circle, write what you see as the main parts of the topic. Circle each part, and then draw a line from it to the topic.

3. Think of more ideas, examples, facts, or other details relating to each main part. Write each of these near the appropriate part, circle each one, and draw a line from it to the part.
4. Repeat this process with each new circle until you can't think of any more details. Some trails may lead to dead ends, but you will still have many useful connections among ideas.

Here is an example of the clustering Emily Lesk did for her essay about Coca-Cola and American identity:

EMILY LESK'S CLUSTERING



6e Ask questions.

Another basic strategy for exploring a topic and generating ideas is simply to ask and answer questions. Here are two widely used sets of questions to get you started.

Questions to describe a topic

Originally developed by Aristotle, the following questions can help you explore a topic by carefully and systematically describing it:

1. **What is it?** What are its characteristics, dimensions, features, and parts? What does it look like? What do other senses—taste, smell, touch, sound—tell you about it?
2. **What caused it?** What changes occurred to create your topic? How is it changing? How will it change?
3. **What is it like or unlike?** What features make your topic different from others? What comparisons can you make about your topic?
4. **What larger system is your topic a part of?** How does your topic fit into this system?
5. **What do people say about it?** What reactions does your topic arouse? What about the topic causes those reactions?

Questions to explain a topic

The well-known questions *who*, *what*, *when*, *where*, *why*, and *how*, widely used by news reporters, are especially helpful for explaining a topic.

1. **Who** is doing it?
2. **What** is at issue?
3. **When** does it take place?
4. **Where** is it happening?
5. **Why** does it occur?
6. **How** is it done?

6f Browse sources.

At the library and on the Internet, browse for a topic you want to learn more about. If you have a short list of ideas, do a quick check of reference works to get overviews of topics. You can begin with a general encyclopedia or a specialized reference work that focuses on a specific area, such as psychology (16c). You can also use Wikipedia as a starting point: look at entries that relate to your topic, especially noting the sources they cite. While you should never rely on Wikipedia alone, it is a highly accessible way to begin research.

6g Collaborate.

The texts you write are shaped in part by conversations with others. You might also consider using online tools that facilitate collaborative writing, such as Google Docs or wikis, to gather ideas and generate

drafts. Writers often work together to come up with ideas, to respond to one another's drafts, or even to coauthor something. Here are some strategies for working with others:

1. Establish a regular meeting time and exchange contact information.
2. Establish ground rules for the group. Be sure every member has an equal opportunity—and responsibility—to contribute.
3. With final deadlines in mind, set an agenda for each group meeting.
4. Listen carefully to what each person says. If disagreements arise, try paraphrasing to see if everyone is hearing the same thing.
5. Use group meetings to work together on particularly difficult problems. If an assignment is complex, have each member explain one section to all the others. If the group has trouble understanding part of the task, check with whoever made the assignment.
6. Expect disagreement, and remember that the goal is not for everyone just to "go along." The challenge is to get a really spirited debate going and to argue through all possibilities.
7. If you are preparing a group-written document, divide up the drafting duties. Set reasonable deadlines for each stage of work. Schedule at least two meetings to iron out the final draft by reading it aloud and working for consistency of tone. Have everyone proofread the final draft, with one person making the corrections. If the group will be making a presentation, be sure you know exactly how much time you will have. Decide how each member will contribute to the presentation. Leave time for at least two practice sessions.
9. Make a point of assessing the group's effectiveness. What has the group accomplished? What has it done best? What has it been least successful at? What has each member contributed? How could the group function more effectively?



Spark Attention

Pick a winning title

P. 88

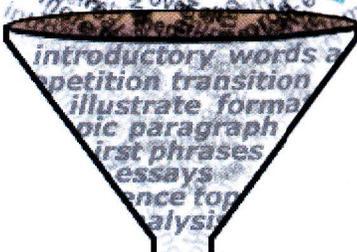


GRAB THEIR ATTENTION



WHAT'S
THE
POINT?

pp. 65-66



introductory words a
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Spark Attention

Pick a winning title

GRAB THEIR ATTENTION

P. 88

White Bitch

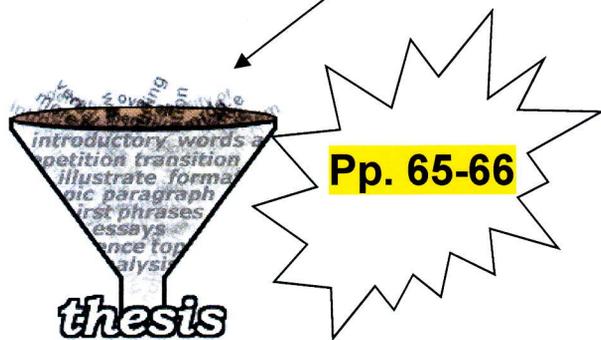


This IS "where I am from"!!

Desirée and I were both hated on the basis of skin color

"Go back to where you came from!" the racist screamed at me. I was standing on the front stairs to the building in Echo Park where I had lived for twenty-four years. I was born in Hollywood; my mother arrived as a three-week-old infant in Highland Park, grew up there, attended Franklin High School. A life-long, native-born eastside white Angeleno, and here I was, ordered to return to "where I came from" by a brown hater who had not existed on the planet for as many years as I had mounted daily the fifty-five steps to my little one-bedroom. Similarly, in Kate Chopin's "Desirée's Baby," a short story we analyzed in class, the shade of her baby's skin caused Desirée's husband and his white land-owning community to conclude that Desirée, who had been a foundling raised by a wealthy plantation owner, was black. Tacitly expelled from her marriage and status, Desirée was obliged to murder her child and commit suicide. Desirée's origins, and mine, our whole being and our right to exist and pursue happiness, were condemned for no other reason than hue. "Justified" hate may offer a few seconds of "moral" joy, but tolerance, common and slow, offers a lifetime of opportunity and advantage by accessing the greatest bounty: other people.

Transitions to signal comparison or contrast with Desirée's Baby on p. 87



GROUP WORK: Groups should be 4 or 5. Give them 1 minute to select a LEADER, TIMEKEEPER, SCRIBE/SECRETARY, and REPORTER. Emphasize the importance of the “reporter”: he/she will either verbally report the group’s work, or will write it on the board. Once selected, the chosen representative cannot be changed.

GROUP WORK: Brainstorming

In my ESL classes, after demonstrating whole-class the list-making of “things that are naturally blue in the world,” the Ss go into groups of 4 or 5. I begin with the prompt, “things that are naturally blue in the world,” and I model an initial “thing”: tomatoes. On the first endeavor, I give 3 minutes; each one thereafter I give 2 minutes. A reporter for the first group I select reads their list. They automatically score a point. Each group thereafter must add at least one thing NEW to the list to score a point. They CANNOT repeat—so listening to each group’s reports is mandatory! After each new “brainstorming prompt” endeavor, I begin the reports with a different group, so every group gets a free point just for making a list.

After “red things” I typically give prompts such as, *“Things found in a bathroom cabinet,” “Things that cost under a dollar,” “Things you can put in your pocket.”* I always end with, *“Good names for dogs.”*

High school classes can use more challenging prompts such as, *“List 10 reasons Trump supporters who lose their medical insurance due to the Trumpcare bill continue to support him.”*

The winning group receives nice prizes (in my case, cool pencils).

GROUP WORK: Writing topic sentences and conclusions

After several days of topic sentence or concluding sentence work, I put Ss into groups of 4 or 5. I cut the exercises on the following pages into strips. I model one. I pass out Exercise #1. The Ss have 4 minutes to write a topic sentence, or concluding sentence. They then have ONE MINUTE to write their TS or CS on the board. (Strictly enforce this or they’ll dawdle, or copy another group’s sentence written on the board).

To win a point, a group must have composed a FLAWLESS sentence—no spelling, punctuation or grammar errors; no LOGIC errors.

The winning group receives nice prizes (in my case, cool pencils).

WRITING A TOPIC SENTENCE

Write a topic sentence for each paragraph. Make sure your topic sentence expresses the main idea of the paragraph. Then share your topic sentences with your classmates by writing them on the chalkboard. Discuss the differences.

Example

Miami is the perfect place to take a vacation. It is always sunny and warm. The beaches are gorgeous, with soft white sand and beautiful water. There are many fine restaurants in the Miami area, and most of the hotels offer terrific entertainment nightly. It's no wonder that Miami is my first choice for a vacation destination.

1. _____
He has collected stamps and coins ever since he was a child. He is very proud of his valuable collections. Paul also enjoys painting and drawing. Recently he has become interested in gardening. Out of all his hobbies, Paul's favorite one is reading. He usually reads at least one book every week. Paul keeps busy with all of his hobbies.
2. _____
I can't wait to come home from school and eat the delicious meals she has prepared. She is famous for her desserts like peach pie and chocolate soufflé. She is always experimenting with new recipes and trying different ingredients. No one in the world can cook the way my mother does.
3. _____
It never starts in cold weather. The horn and the left turn signal don't work properly. Worst of all, the radio only gets one station and the CD player is completely broken. I wish I could get a new car.
4. _____
First, and most importantly, the work is very interesting. I learn new things every day and I get to travel a lot. In addition, my boss is very nice. She is always willing to help me when I have a problem. I have also made many new friends at my job. Last, but not least, the salary is fantastic.
5. _____
To start things off, my plane was six hours late. When I finally got to my hotel, I was very disappointed. It was small and dirty. On the third day, my wallet was stolen, and I lost all my credit cards. It rained every day except one, and on that day I got a terrible sunburn. All in all, it wasn't a vacation to remember.

CONCLUDING SENTENCES



A paragraph needs a topic sentence and supporting sentences. It also needs a concluding sentence at the end.

A **concluding sentence** gives one final idea about your topic. It can tell how you feel or what you think about your topic. It should not simply repeat your topic sentence.

Here is a topic sentence and four supporting sentences.

T.S. There are many things you can do at the library.

S.S. You can read new magazines.

S.S. You can borrow books and movies.

S.S. You can join a reading club.

S.S. You can browse the Web.

Here are **two concluding sentences** to fit this paragraph.

These are the things you can do at the library.

I always look forward to going to the library.

Which of these do you think is a better concluding sentence? Why?

→ Exercise 1

Go back to pages 62–64, where you wrote topic sentences. Read your topic sentences, the supporting sentences that follow, and add your own concluding sentence. Remember, your sentence should add a new idea to the paragraph, not just restate the topic sentence.

→ Exercise 2

Read the topic sentences and supporting sentences below. Then write a concluding sentence for each one.

1. T.S. I like to visit my grandfather.

S.S. He takes me to the movies.

S.S. He tells funny jokes.

S.S. He likes to play games.

C.S. _____

2. T.S. I did not sleep well last night.

S.S. The dogs next door were barking.

S.S. My alarm clock went off in the middle of the night.

S.S. The rain made a lot of noise on the roof.

C.S. _____

3. T.S. There are plenty of things to do in winter.

S.S. I'll go sledding on the hill.

S.S. I'll build a snowman.

S.S. I'll play in the snow with my friends.

C.S. _____

4. T.S. I wish I had a tree house.

S.S. The view from high up would be great.

S.S. It would be quiet and peaceful.

S.S. Nobody would bother me up there.

C.S. _____

5. T.S. We need to go to the grocery store.

S.S. We are out of milk.

S.S. I finished the orange juice this morning.

S.S. There is no bread left.

C.S. _____

6. T.S. Many things light our planet.

S.S. The sun shines in the daytime.

S.S. The moon shines at night.

S.S. Thousands of stars brighten the night sky.

C.S. _____

7. T.S. You can learn a lot about a place by looking at a map.

S.S. Maps show the seas, rivers, and lakes.

S.S. States and cities are marked.

S.S. Maps show roads and railways.

S.S. Some maps even show mountains.

C.S. _____

8. T.S. Vegetables come from different parts of the plant.

S.S. Carrots and turnips are roots.

S.S. Lettuce and cabbage are leaves.

S.S. Tomatoes and peppers are fruits.

S.S. Cauliflower and broccoli are flowers.

C.S. _____

9. T.S. Camping can be hard work.

S.S. You have to put up the tent.

S.S. You have to find wood and build a fire.

S.S. Sometimes you have to get water from a spring.

C.S. _____

10. T.S. If you have good balance, there are many sports you might enjoy.

S.S. You might like in-line skating.

S.S. You can ice skate in the winter.

S.S. You can try gymnastics.

C.S. _____

ASSEMBLY-LINE PARAGRAPH

Groups

Clear desk – Nothing but dictionary and pencil and eraser. To prevent copying other stuff!! Each student must write a sentence, so rotate in the group.

HAND OUT CHRISTMAS PICTURE FOR EACH STUDENT, AND ONE PARAGRAPH LINED PAPER FOR EACH GROUP

1 or 2 min for each sentence. Then give to next group. 1 minute to find and fix boo-boos.

- ❖ TITLE – 30 sec
- ❖ TOPIC SENTENCE, INTRO IDEA – one minute
- ❖ What is Christmas? - definition – 2 minutes
- ❖ When did it begin – origins - 1 min
- ❖ Why is it important to people in your country? 2 minutes
- ❖ Who celebrates Christmas? – 1 min
- ❖ When do you traditionally celebrate Christmas? - 1 minute
- ❖ Where do you traditionally celebrate Christmas – 1 minute
- ❖ What is the climate like? – 1 min
- ❖ What do you see? 2 minutes
- ❖ What do you hear? 2 minutes
- ❖ What do you smell? 1 minute
- ❖ What do you eat? 2 minutes
- ❖ If time – how do you celebrate Christmas?
- ❖ CONCLUSION – opinion, advice, tell the topic sentence again in a new way

NARRATIVE – setting, sequence of events.

TAKES ONE HOUR – BEGIN AT 6:30 pm!

Groups – Nothing but dictionary and pencil and eraser. To prevent copying other stuff!! Each student must write a sentence, so rotate in the group.

OPEN TO P. 136, hand out one paragraph lined paper for each group

1 OR 2 MIN FOR EACH SENTENCE. Then give to next group. 1 minute to find and fix boo-boos. **DON'T ERASE – SHOW CHANGES!!**

- ❖ TITLE – 30 sec
- ❖ TOPIC SENTENCE – setting – what, where, when – 2 minutes
- ❖ WHO? – 1 min
- ❖ WHY? – 2 min *don't begin w/ "because"!*
- ❖ Physical description – what did the building look like? 2 min
- ❖ What time of day was it? 1 min
- ❖ Describe the mail box and the front porch. 2 min
- ❖ What do you HEAR from the house? 1 min
- ❖ What is the PROBLEM? 1 min
- ❖ *Pic #2* **SUDDENLY**, what? 1 min
- ❖ Describe car and license # – 1 min
- ❖ Describe man – 1 min
- ❖ *Pic #3* – **AFTER THAT**, what did he do? 1 min
- ❖ What was in his hand? 1 min
- ❖ *Pic #4* – **THEN** what did he do? 1 min
- ❖ REACTION – what did you think and feel? 1 min
- ❖ *Pic #5* – **A FEW MINUTES LATER**, what did he do? 1 min
- ❖ What was in his hand? 1 min
- ❖ REACTION – what did you think and feel? 1 min
- ❖ *Pic #6* – **FINALLY**, what? 1 min
- ❖ What did you see at the back of his car? 1 min
- ❖ What did you do? 1 min

Question words and five senses on board.
Write each question word on the board as I ask so they see the list

7 Teamwork Task Work in teams of three to four. Play the following memory game. Choose a teammate to be the police officer. The other teammates are witnesses. Read the descriptions of the tasks.

Witnesses: Take three minutes to study the picture story. Talk with the other witnesses about the story. After three minutes, close your books. Tell the police officer what you saw. Describe everything with as much detail as possible.

Police Officer: Close your book. Don't look at the picture story. Write down everything the witnesses tell you. Ask questions to get as much information as possible. Then read your report to your teacher. The team with the most complete crime report wins.



1.



2.



3.



4.



5.



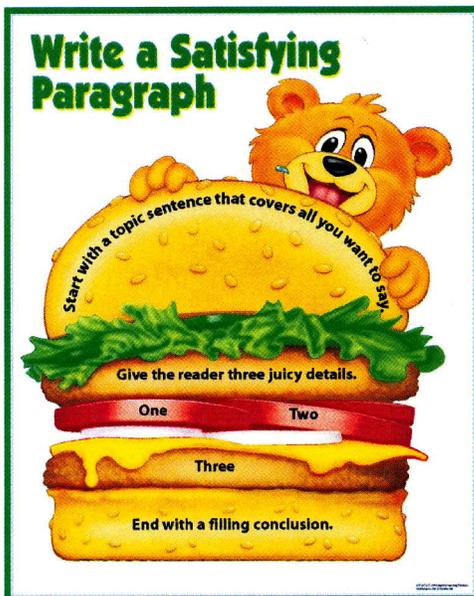
6.

NEXT STEPS in follow-up lessons:

- Whole-class list-making on a topic, then whole-class composition of a paragraph:
 - Solicit a title
 - Solicit a topic sentence (a concept already taught)
 - Solicit the first 4 or 5 supporting sentences
 - Give Ss 20 minutes or so to finish the paragraph independently.
 - Select (or solicit volunteers) Ss to write sentences on the board for whole-class workshopping
 - Discuss conclusions

****Begin simple!** *"Ingredients for a tamale."* Progress to more abstract concepts later in the semester:
"Things a student can do to achieve their career goals."

- Topic sentence – (Blanchard, Karen, Root, C. (2003). *Ready to Write, A First Composition Text, 3rd Ed.* White Plains, NY : Pearson Education. Pages 8-12)
 - Read about paragraph design; underline the topic sentence
 - Select the correct topic sentence
 - Group Competition—given a paragraph missing a topic sentence (i.e., supporting sentences and conclusion only), each group has 3 minutes to write a topic sentence, and 1 minute for the "reporter" to write it on the board. If there are zero errors (must begin with a capital, finish with a period; no spelling or grammar errors; must be logical/relevant), the group receives a point. The group with the most points (no "ties" permitted) wins a prize.
- Conclusion – (Broukal, Milada (2004). *Weaving It Together: Connecting Reading and Writing, 2nd Ed.* Boston, MA: Heinle. Pages 47-50) "Write a Filling Conclusion" from the back of the iconic *Write a Satisfying Paragraph* hamburger poster.



- Read about and discuss conclusions – *opinion, advice, re-telling the topic sentence in different words*
- Groups—Given 3 paragraphs missing a conclusion, each group is assigned one of the three paragraphs (it's okay to duplicate). Each group will write 3 conclusions for their assigned paragraph: one opinion, one advice, one re-stating the topic sentence in a new way. Give the Ss about 20 minutes. The "recorder" fills out a pre-fabricated form for the three varieties of conclusions for the group's assigned paragraph. Each group hands in the form, which is projected and workshopped for relevance and grammar.
- More Conclusion – (King, Diana Hanbury (2003). *Writing Skills, Book A.* Cambridge, MA: Educators Publishing Service. Pages 65-68)
 - Review elements of a concluding sentence.
 - Whole class: Given a topic sentence and 3 or 4 supporting sentences, do one conclusion together, soliciting and guiding student suggestions. Have Ss do two more similar exercises independently, then query Ss to read what they devised, giving feedback why or why not the concluding sentences are appropriate.
- Groups--Continue the exercise in groups of 3 or 4. Hand out to Ss strips printed with a TS and 3 or 4 SS. Ss have 3 minutes to write a conclusion via group collaboration. "Reporters" for each group then have 1 minute to write their concluding sentence on the board. Workshop the concluding sentences, giving a point to each sentence that is correct in grammar, punctuation and logic/relevance.

- Assembly-line Paragraph—(Thanks to Josh Eick for teaching this!)
 - This exercise should be done after proofreading marks and the revision process are mastered by the class.
 - Any picture, photo, or picture sequence can work for this. I use p. 137 of *Downtown 3* (McBride, Edward J. ((2008). *Downtown 3: English for Work and Life*. Boston, MA: Heinle), which features a picture sequence of a home invasion robbery.
 - Group rules: in a group of 4 or 5, each student must write one of the assigned sentences. This assures that everyone in the group contributes, while assisted by group members.
 - The teacher tells the Ss to study the picture(s). Whole class, discuss what is going on.
 - Each group is given a piece of lined paragraph paper.
 - The teacher gives the Ss 1 minute to write a title. When the whistle is blown, each group passes their paper to the adjacent group.
 - Each group has 1 minute to proofread and correct/revise the title written by the other group.
 - The paragraph paper is now in the hands of a new “writer” student in each group.
 - The teacher gives the Ss 2 minutes to write a topic sentence. I give the instruction to the Ss to “give the day and time, and what you were doing” when they witnessed the incident.
 - The whistle is blown and the paper is passed to the adjacent group.
 - Each group has 1 minute to correct/revise the topic sentence of the other group.
 - The paragraph paper is now in the hands of yet another student “writer” in each group.
 - The teacher gives from 30 seconds to 2 minutes to have the students write successive supporting sentences, answering question words, addressing the five senses, or conveying interior ideas. For instance, “Write a sentence telling who was there.” “Write a sentence telling what you saw on the porch.” “Write a sentence telling what you heard.” “Write a sentence telling what you thought.” Obviously, the teacher prepares a logical sequence of questions for the guided supporting sentences in advance!
 - Finally, the Ss will have 2 minutes to write a conclusion.
 - If you have a classroom that permits displays, mount your student masterpieces on the wall for a week of chuckles and smiles!

 - Scrambled paragraphs (Rooks, George M. *Share Your Paragraph* (1999). Upper Saddle River, NJ: Prentice Hall Regents. Page 99)
 - Using a pre-constructed scrambled paragraph from a book (such as *Share Your Paragraph*), scrambling a paragraph you find in a book or on the Internet, or writing a paragraph yourself and scrambling it, these can be done in groups or individually. I find this method superior to the popular “sentence strips” because in addition to working on basic paragraph design (finding the topic sentence, the logical sequence of sentences, and the conclusion), Ss perforce must distinguish the beginnings and ends of sentences (i.e., identifying the capital letter launching the sentence and the period ending it—learning, thereby, that a comma is not a “finish”).
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TEXT USED IN TODAY'S WORKSHOP:

"The Old Bus" taken from Blot, David & Davidson, D. (1995). *Starting Lines: Beginning Writing*. Boston, MA: Heinle & Heinle. Pages 6-8.

Equipment needed for group competitions:

- Timer
- Sports whistle
- Sound F/X Game Show Sound Effects Box – www.trainerswarehouse.com
- Rewards/prizes



Never forget:

You told them to write about what they see:



But what they “see” is this:

$$\begin{aligned} \int_0^{\pi/2} \sin(x)(4 \cos(x))e^{2 \cos(x)+1} dx &= \left| \begin{array}{l} y = \cos(x) \\ dy = -\sin(x) dx \implies \sin(x) dx = -dy \\ x = \frac{\pi}{2} \implies y = \cos\left(\frac{\pi}{2}\right) = 0 \\ x = 0 \implies y = \cos(0) = 1 \end{array} \right| \\ &= \int_1^0 4y e^{2y+1} (-dy) = - \int_1^0 4y e^{2y+1} dy = \int_0^1 4y e^{2y+1} dy \\ &= \left| \begin{array}{l} f = 4y \quad g' = e^{2y+1} \\ f' = 4 \quad g = \frac{1}{2} e^{2y+1} \end{array} \right| = \left[4y \frac{1}{2} e^{2y+1} \right]_0^1 - \int_0^1 2e^{2y+1} dy \\ &= 2e^3 - 0 - \left[e^{2y+1} \right]_0^1 = 2e^3 - [e^3 - e] = e^3 + e. \end{aligned}$$

ACTIVITY B

Read about the old bus.

The Old Bus

The bus is old. It is very slow. It is never on time. It is always crowded. In the summer, it is too hot. In the winter, it is too cold. It is always breaking down. Maybe the city will take the bus out of service.

ACTIVITY C

List each word or phrase in the paragraph that you don't understand. Then find the meaning and write it next to the word or phrase.

_____	_____
_____	_____
_____	_____

ACTIVITY D

Copy the paragraph in Activity B. Copy the title also.

Sally Student
ESL Int. Low A
January 20, 2002

Blue Things

Blue is a color found everywhere in the world. All bodies of water are blue, including oceans, rivers, lakes, and swimming pools. Some birds are blue, for example blue jays. One bird, the robin, lays blue eggs. Some parts of the body are blue. People can have blue eyes. Old ladies have blue hair. And everybody's veins are blue. When you hurt yourself, you get a bruise. It's blue! A lot of food is blue. Plums and blueberries are blue, and so are blue cheese and blue corn tortillas. The sky is blue. Jeans are blue. Precious stones like diamonds, sapphires and turquoise are blue. Some people say mountains and volcanoes are blue. When you are sad, you feel "blue." I cannot imagine a world without the color blue.